Final White Paper

Grant # HT-231812-15

The Digital Native American and Indigenous Studies Project

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Indiana University-Purdue University Indianapolis

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Overview

The Digital Native American and Indigenous Studies (DNAIS) Project, three three-day workshops directed by Assistant Professor of History Dr. Jennifer Guiliano received an Institutes for Advanced Topics in the Digital Humanities Grant from the National Endowment for the Humanities in spring 2016. Workshop one, hosted by the Yale Indian Papers Project[1], focused on issues of access, preservation, and methodology related to the use of digitized cultural heritage materials in the context of tribal communities and cultures from the territories east of the Mississippi River. Workshop two, hosted by the Departments of Anthropology and Applied Indigenous Studies at Northern Arizona University[2], focused on issues of access, preservation, and methodology related to the use of digitized cultural heritage materials in the context of tribal communities and cultures located west of the Mississippi River. Workshop three, hosted by the Department of History and the American Indian Studies Program at the Indiana University-Purdue University Indianapolis[3], focused on issues of pedagogy and the application of Digital Native Studies research in the undergraduate, graduate, and extracurricular classrooms.

DNAIS aimed to increase participation by humanists, including librarians, cultural heritage workers, information scientists, as well as members of Native American tribes and organizations in enriching the research and teaching about native peoples through the discussion of issues of access, preservation, design, and pedagogy using cultural heritage and born-digital materials drawn from the lived experiences of Native peoples. We did this explicitly to help bring to the fore issues that researchers, teachers, and community members are confronting when dealing with issues of advanced digital humanities techniques in addition to issues of access, rights, and knowledge management.

As outlined below as of April 30, 2018, the DNAIS Institute met all goals within the allotted time and met its final set of obligations with only minor revisions. These goals with the outlined accomplishments are listed below in table format for ease of reading.

Workshop Activities

Workshop 1 Yale University:

Initial Goals	Actual Accomplishments
Establishment of DNAIS Website	Completed March 2016.
Call for Participation for Event	The initial call for participation was announced in late March 2016 to major listservs, public boards, and professional organizations as well as social media outlets. Applications consisted of a series of questions including a 500-word description of their disciplinary interests, their experience with digital humanities, and a brief statement of the effect of this training on their research.
Notification of selected	Selected attendees were notified on March 12, 2016. Thirty submissions of sixty-nine were selected to attend the workshop. We also selected five local faculty,

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[1] http://www.library.yale.edu/yipp/
[2] https://shesc.asu.edu/graduate/phd-program/anthropology; http://nau.edu/SBS/AIS/
[3] http://liberalarts.iupui.edu/history/; http://liberalarts.iupui.edu/aip/

attendees	staff or tribal members to attend bringing our workshop total to 35.
Completion of pre-workshop materials	Pre-workshop materials included a reading list for workshop sessions, a set of digital humanities projects for participants to review, and establishment of an #DNAIS twitter tag were completed early June 2016. We harvested all twitter data into a spreadsheet that will be included in our final report.
Workshop	A full agenda is attached below. Additionally, a Google Folder has been established that collects all relevant presentations, social media, etc. It is available at: https://drive.google.com/drive/folders/0B6nnxIsxN0gma2RIa1RjMkJYckE?usp=sharing
Post-workshop survey	The post workshop survey was completed on September 1, 2016. That data was used to revise the curriculum is provided in this final report.

Note, following workshop one, instructors elected to adjust the agenda slightly by shortening day three to make space for one-on-one consultations. In informal discussions with participants, it was noted that content discussed in two sessions on our second day were paralleled and needed to be integrated together into one single session. Doing so allowed instructors to address participant desires to have additional time to demonstrate their individual projects. Additionally, Siobhan Senier, one of our instructional team, was unable to attend workshop two due to a conflicting schedule at the University of New Hampshire. All workshop leadership duties assigned to Dr. Senier were reassigned for workshop two to other project team members.

Workshop 2 Northern Arizona University:

Initial Goals	Actual Accomplishments
Updating of DNAIS Website	Completed September 2016.
Call for Participation for Event	The initial call for participation was announced in late March 2016 to major listservs, public boards, and professional organizations as well as social media outlets. Applications consisted of a series of questions including a 500-word description of their disciplinary interests, their experience with digital humanities, and a brief statement of the effect of this training on their research. Applications for workshop two were gathered until August 10, 2016.
Notification of selected attendees	Selected attendees were notified on August 23, 2016. Twenty-six submissions of fifty-nine were selected to attend the workshop. We also selected two local faculty, staff or tribal members as well as a invited guest from the Smithsonian Institution's Center for Folklife and Cultural Heritage to attend bringing our workshop total to 29 including instructors.
Completion of pre-workshop materials	Pre-workshop materials included a reading list for workshop sessions and a set of digital humanities projects for participants to review were posted to the website and distributed in early August 2016. We harvested all twitter data into a spreadsheet that will be included in our final report.
Workshop	A full agenda is attached below. Additionally, a Google Folder has been established that collects all relevant presentations, social media, etc. It is available at: https://drive.google.com/drive/folders/0B6nnxIsxN0gma2RIa1RjMkJYckE?usp=sharing

Post-workshop survey	The post workshop survey was completed on November 15, 2016. That data was used to revise the curriculum and is provided in this final report.

Note, following workshop two, instructors elected to adjust the agenda slightly to make space for attendees to visit the Eiteljorg Museum. Attendees received a special tour of the Museum that included focused discussion of the use of digitized museum materials for use in classrooms

Workshop 3 Indiana University-Purdue University Indianapolis:

Initial Goals	Actual Accomplishments
Updating of DNAIS Website	Completed February 2017.
Call for Participation for Event	The initial call for participation was announced in late March 2016 to major listservs, public boards, and professional organizations as well as social media outlets. Applications consisted of a series of questions including a 500-word description of their disciplinary interests, their experience with digital humanities, and a brief statement of the effect of this training on their research. Applications for workshop three were gathered until February 1, 2017.
Notification of selected attendees	Selected attendees were notified on January 17th and February 10, 2017. Thirty-eight submissions of fifty-three were selected to attend the workshop. We also selected three local faculty and staff who attended on our first day to provide presentations on the use of digital tools in the academic classroom, bringing our total number of participants to forty-six (38 participants + 3 invited + 5 instructors).
Completion of pre-workshop materials	Pre-workshop materials included a reading list for workshop sessions and a set of digital humanities projects for participants to review were posted to the website and distributed in early January 2017. We harvested all twitter data into a spreadsheet that will be included in our final report.
Workshop	A full agenda is attached below. Additionally, a Google Folder has been established that collects all relevant presentations, social media, etc. It is available at: https://drive.google.com/open?id=0B6nnxIsxN0gmTW05QjhaMGxaVDA
Post-workshop survey	The post workshop survey was completed in April 2017. That data is provided in this final report.

Workshop Accomplishments and Audiences

The Digital Native American and Indigenous Studies Workshop served a diverse audience of 97 attendees at three workshops over the course of two years. Cumulatively, we provided workshops to 21 Assistant Professors, 9 Associate Professors, 6 Professors, 19 Graduate Students, Fellows, and Post-Doctoral Scholars, 8 librarians, 1 archivist, 1 Smithsonian Institution director, 3 directors of Native American and Indigenous Studies Programs, 2 directors of Digital Humanities Programs, 2 staff of Historical Societies, 5 museum staff members, 5 members of Digital Editions or Papers Projects, and other professional staff members.
This dovetailed with our stated goal of bringing together individuals from across the humanities (faculty, staff, students and members of public humanities organizations). Our acceptance rate was 51.9% (94 of 181 applicants). Three attendees attended multiple workshops.

Our attendees represented 33 US states and 2 countries:
AZ (5), CA (10), CT (11), DC (1), IL (4), IN (10), IO (2), KS (1), LA (1), MD (1), ME (2), MA (6), MN (1), MO (1), MN (1), NC (2), NE (2), NH (1), NM (3), NV (1), NY (4), OH (1), OK (5), OR (4), RI (1), SC (2), TN (1), TX (1), UT (1), VT (1), VA (1), WA (3), WI (1), Canada (5).

Sixty-eight attendees were female; twenty-six attendees were male. Importantly, each workshop then offered an opportunity for women in Native American and Indigenous Studies to discuss digital technologies and approaches in a predominately female workshop environment. Our youngest attendee was early twenties with our oldest having just filed for retirement at the age of 68. Most were in the 30-45 year old age range.

Perhaps most importantly 34 of our attendees claimed Native American or Indigenous Tribal Identity (~35%). This included individuals of Apache, Osage, Cherokee Nation, Cayuse, Chickasaw, Choctaw-Apache, Comanche, Cree, Gabrielino/Tongva, Ho-Chunk, Hopi, Kahnawake Mohawk, Menominee, Native Hawaiian, Navajo, Nez Perce, Nipmuc, Ojibwe, Pala Band of Mission Indians, Passamaquoddy, Pechanga Band of Luiseno Indians, Sac and Fox of Oklahoma, Sakgeeng Ashinaabe, Schaghticoke, Stockbridge-Munsee Mohican, Turtle Mountain Band of Chippewa, Tuscarora, White Earth Chippewa, and Northern Cheyanne descent.

Our initial project goals were to provide attendees the opportunity to explore the research and teaching about native peoples through the discussion of issues of access, preservation, design, and pedagogy using cultural heritage and born-digital materials drawn from the lived experiences of Native peoples. We are quite confident that all ninety-seven attendees were served by the curriculum provided and that the communal atmosphere of the workshop extended the impact of the events.

Workshop Evaluation and Continuation

Informal qualitative feedback was provided by workshop host institutions, who signaled that their hosting their workshop allowed their own organization the opportunity to promote Native American and Indigenous Studies on their local campus and in their surrounding communities. Workshop hosts specifically noted to the project team that this funding offered them the ability to visually demonstrate to their local stakeholders the diverse interests of NAIS individuals. Of particular importance were the tours of cultural heritage organizations in each area which introduced participants to their collections while simultaneously helping the organization increase its use statistics.

Workshop participants evaluated each workshop immediately following its conclusion via a qualtrics form. We asked the following core questions in addition to asking participants to rate the effectiveness of each instructor who led a curricular module:

- Rate the overall success of this workshop in assisting in educating participants in issues of digital humanities research and methodology in the context of Native American and Indigenous Studies.
- Rate the potential impact of this workshop on your current practice (communal, personal, institutional etc.)
- Rank the contribution (or impact) of the workshop sessions.
- What initial impact has the workshop had on your knowledge or current practice?
- What specific things might you implement in future practice?

- Workshop Logistics

Overall, the evaluations from the attendees were positive with excellent suggestions for additional workshops and trainings. Below are very brief selection of anonymous comments from attendees:

- The team was a very effective combination of people speaking from a variety of perspectives: the technical requirements and challenges; the intellectual effort of DNAIS; the politics of tribes and academics/museums working together. It was definitely one of those times when the whole was greater than the individual parts. I greatly appreciated the ways in which issues were presented in a complicated context, I appreciated peoples' passion for this work; and I appreciated peoples' dedication to clarity.
- It gave me an incredible amount of resources to begin to work through in my own scholarship.
- I anticipate using MANY of the resources that were pulled together for this workshop and following up with a number of people who have the knowledge or connections to help implement my project.
- The chosen readings and materials worked really well. There wasn't too much or too little, and it addressed a wide range of concerns and applications.
- The workshop team did a great job of facilitating their sessions, and I appreciate that they made all of us feel welcome and that our contributions were important.
- The workshop increased my knowledge on how to best with native and indigenous communities, particularly in regards to protocols. It also connected me to a network of wonderful native and indigenous studies colleagues.

In part, the positive feedback of these attendees was a result of in-room dynamic created by attendees. Participants were extremely forthcoming at the workshops on what they understood, what they struggled with, and what they wanted to know more about. As this was the first workshop of this type that straddled digital humanities, museum studies, anthropology, archeology and the various disciplines that constitute NAIS, the workshops improved as they moved from site to site. The team learned a lot in terms of what knowledge was implicit/explicit, as well as the challenges of trying to bring in a variety of participant types and expertise. In workshop one, participants desired less theoretical work and more hands-on sessions. There was also a sense that the required reading for the workshop series was too much; as a result, we switched to a recommended versus required structure for workshop two and three. Participants still received the entire reading PDF but we noted which were required prior to arrival. Additionally, following workshop one participants received early access to a suite of digital tools and an increase in hands-on time. By workshop three, our balance of theory and practice had improved dramatically and we had a better sense of the types of expertise that would have to be added to our team in future workshops.

Importantly, we restructured the workshops as we moved through them to allow for the flex of what the participants themselves wanted to know. Moving towards more small group discussions and hands-on evaluations rather than full room discussions was one such intervention as was minimizing the role of some instructors and expanding the roles of others based on how participants were engaging with the materials.

We learned that a key component of the workshop success was the desire of participants themselves to share materials and experiences. We had a twitter handle that was monitored as well as shared google documents and files that could be used for live-notetaking by participants

and instructors. These mechanisms allowed us to respond to participant questions both in-room as well as following the workshop completion. Additionally, the drive files became quite useful for participants from workshop to workshop as many explored the resources shared by peers at other workshops. That generosity continued post-DNAIS with workshop participants continuing to submit materials when they encounter them. For that reason, rather than a "finalized" textbook that we had anticipated, we elected to create a two part repository: 1) a permanent repository on Dropbox that reflects the materials created by workshop participants and 2) working repositories that will continue under development by participants as DNAIS grows.

Workshop Products and External Impact

Digital Native American and Indigenous Studies website: http://digitalnais.org/

Digital Native American and Indigenous Studies Permanent Repository: https://www.dropbox.com/sh/ajxoq5wp6tfst43/AAAH7b6pmNP58qX2QoaKXDb1a?dl=0

Digital Native American and Indigenous Studies Working Repositories:
Workshop 1: https://drive.google.com/open?id=0B6nnxIsxN0gma2RIa1RjMkJYckE
Workshop 2: https://drive.google.com/open?id=0B6nnxIsxN0gmM3Vvc1hCNVJqbTg
Workshop 3: https://drive.google.com/open?id=0B6nnxIsxN0gmTW05QjhaMGxaVDA

Paul Grant Costa, Digital Native American & Indigenous Studies Workshop at Yale, Yale Indian Papers Project: https://campuspress.yale.edu/yipp/digital-native-american-indigenous-studies-workshop-at-yale/

Importantly, as a leadership team, we are proud that the network we created has already begun to produce dividends for participants. Jenny L. Davis, a participant at our Yale Workshop is now publishing poetry on Meredith McCoy's platform (http://www.nativeninetypercent.com/). Kathryn Bunn-Marcuse, a participant at our NAU workshop successfully sought and received an NEH-Mellon Fellowships for Digital Publication for "A Collaborative Reframing of Franz Boas's Documentation of the Kwakiutl First Nation in 1930".

A number of conference presentations have resulted:

- Bryan Rindfleisch, a participant at our IUPUI workshop, partnered with two other NAIS scholars to present at the 2018 American Historical Association conference;

- Ricky Punzalan and Meredith McCoy joined Jennifer Guiliano at the 2017 Native Aerican and Indigenous Studies Association Conference to present on Digital Native American and Indigenous Studies: Digital Futures in Indian Country: Reflections from the Digital Native American and Indigenous Studies Project Panel, Native American and Indigenous Studies Association Annual Meeting, University of British Columbia, Vancouver, BC, Canada, May 22-24, 2017. Abstract & Panel Proposal   Program

- Jennifer Guiliano and Carrie Heitman presented "Indigenizing the Digital Humanities: Challenges, Questions, and Research Opportunities", Alliance of Digital Humanities Organizations Digital Humanities Annual Conference, McGill University and the Université de Montréal, Montréal, Canada, August 8-11, 2017. Abstract   Program

Additionally, Jennifer Guiliano and Carrie Heitman have had an article accepted for publication in a special issue of the Journal of Cultural Analytics entitled "Indigenizing Open Access Data Movements". The anticipated date of publication is 2019.

DNAIS continues (as of 2018) in the capable hands of Jennifer Guiliano, Charli Champion-Shaw, Holly Cusack-McVeigh, Carrie Heitman, and Siobhan Senier. They have been joined by Dave Gaertner (IUPUI workshop), Melissa Stoner (NAU and IUPUI workshop), and Ricky Punzalan (NAU and IUPUI Workshop) to develop a series of new workshops and events. We have also begun long-term impact tracking with DNAIS participants including the distribution of a new survey on the impact of this workshop on their teaching and research.

The workshop series also continues with a rich life where former participants continue to share resources and remark on the impact of the workshops on their practice (see #DNAIS on twitter). Participants have also gathered at half a dozen professional conferences across the US and Canada to continue their conversations about Digital Native American and Indigenous Studies including, but not limited to: Association of Tribal Archives, Libraries, and Museum; Native American and Indigenous Studies Association; American Historical Association; Digital Humanities; and the Digital Library Foundation.

Additionally, at the behest of participants, we have also submitted a second IATDH application to broaden our ongoing network. We eagerly await the results of that proposal process.

Workshop Lessons and Questions for Future Work

Below are a set of principles and thoughts generated as part of this IATDH:

Scholarship should be not just *about* indigenous people,but should be carried out (at the very least) in collaboration with indigenous communities. We recognize important caveats about what "community" means---in the US context, those who are tribally-enrolled may have separate recognized forms of community from those who experienced termination and/or are non-federally recognized.

Digital Scholarship should acknowledge certain first principles such as sovereignty, tribal self-determination, relationality, interdependence, identity, belonging, indigenous epistemologies

It is key for digital projects to fully acknowledge that indigenous people are initiating and conducting cultural heritage identification, digitization, analysis, etc. themselves. As such, non-tribal members should seek to support those initiatives rather than duplicating efforts.

Many working in Indigenous studies and communities are concerned about how to implement local-scale projects with sensitivity and cost-effectiveness: audio, textual, imagery. Of particular concern is both technology and physical preservation quality issues.

How we might address needs of peoples whose territorial interests cross international and other boundaries today?

How do we move "digital projects" into "community projects"?

How do we make personal collections (particularly those gathered by researchers) accessible?

The danger of postcolonial archives is that they can still be used toward colonial means; the better we become at these archives, the more any absences become "evidence of absence rather than absence of evidence".

There seems very little guidance exists for the digital surrogate and/or born-digital object in relationship to Intellectual Property.

There is a conflict between academic publishing "clocks" and the slow nature of scholarship that tries to be faithful to indigenous paradigms and ethics.

How do we cite cultural patterns with authorial or original credit for traditional knowledge (what's a bibliography entry for a people?). Additionally, certain sources achieve authoritative status simply by virtue of having been re-cited a million times.

There remains continuing misinterpretation of indigenous traditional narratives.

Political chicanery removes certain documents from tribal access even when these are "open" documents, eg, during federal recognition proceedings. Note that the FOIA system can result in redacted documents sent to tribal members even if those documents were written by Native people. Here is where academics can help repatriate materials, using credentials to access collections that might be throwing up obstacles for source community members.

Projects that lead with context first and objects after are much more successful.

It would be vital for NEH to reframe something like their "Common Good" program along indigenous lines. http://www.neh.gov/commongood

Workshop Agendas

Workshop One: Yale University

Workshop One will be hosted by the Yale Indian Papers Project, Yale University, New Haven Connecticut.

Day 1: Wednesday, June 29th
8:30-9 am: Registration and Coffee
9-10:00 am: Welcome and Introductions by All participants and instructors & Honor Prayer,
        Schaghticoke Tribe
10-Noon: Digital Native Studies Project Presentations
Workshop 1 Presentations:
        Siobhan Senier, Dawnland Voices: Writing of Indigenous New England
        Joshua Wells, Digital Index of North American Archaeology
        Paul Grant-Costa, Yale Indian Papers Project
        Lisa Conathan, Transcribe@Yale
        Ken Minkema, The Jonathan Edwards Online Archive and Sources on Native American
        Missions
Noon- 12:45 pm: Lunch
12:45-2 pm: Intellectual Property Issues in Digital Native American and Indigenous Studies
        Facilitated by: Holly Cusack-McVeigh and Larry Zimmerman
        Required Reading:

Anderson, J. (2005). Indigenous Knowledge, Intellectual Property, Libraries and Archives: Crises of Access, Control and Future Utility. Australian Academic & Research Libraries, 36(2), 83–94. doi:10.1080/00048623.2005.10721250.

Brown, D., & Nicholas, G. (2012). Protecting Indigenous Cultural Property in the Age of Digital Democracy: Institutional and Communal Responses to Canadian First Nations and Maori Heritage Concerns. Journal of Material Culture, 17(3), 307–324.

2-3:15 pm: Access Issues in Digital Native American and Indigenous Studies
    Facilitated by: Siobhan Senier
    <u>Required Readings:</u>
    Senier, S. (2014). Digitizing Indigenous History: Trends and Challenges. Journal of Victorian Culture, 19(3), 396–402. doi:10.1080/13555502.2014.947188.
3-3:15 pm: Break
3:15- 4:30 pm: Digital Techniques in Native American and Indigenous Data
    Facilitated by: Joshua Wells
    <u>Required Readings:</u>
    Honma, Todd. (2005). Trippin' Over the Color Line: The Invisibility of Race in Library and Information Studies. InterActions: UCLA Journal of Education and Information Studies, 1(2), Article 2. Retrieved from: http://www.escholarship.org/uc/item/4nj0w1mp.

    Powell, T., & Aitken, L. (2010). Encoding Culture: Building a Digital Archive Based on Traditional Ojibwe Teachings. In The American Literature Scholar in the Digital Age (Ed. Amy Earhart and Andrew Jewell, pp. 250–274). Ann Arbor: University of Michigan Press.

    Cushman, E. (2013). Wampum, Sequoyan, and Story: Decolonizing the Digital Archive. College English, 76(2), 116–135.

DAY 2: Thursday, June 30th

8:45 am: Drumming Song, Paula Sherman
 9:00-10:00 am: Discovering NAIS data
    Facilitated by: Charli Champion-Shaw
    <u>Required Reading:</u>
    Introduction to linked data and the semantic web, **http://www.linkeddatatools.com/semantic-web-basics**

    Earheart, A. (2012). Can Information Be Unfettered? Race and the New Digital Humanities Canon. In Debates in the Digital Humanities (Ed. Matt Gold). Minneapolis: U of Minnesota P. Retrieved from http://dhdebates.gc.cuny.edu/debates/text/16.
10-noon: Digital Aggregation and Repatriation
    Facilitated by: Larry Zimmerman

    <u>Required Readings:</u>
    Christen, K. (2011). Opening Archives: Respectful Repatriation. The American Archivist, 74(Spring/Summer), 185–210.

    Christen, K. (2005). Gone Digital: Aboriginal Remix and the Cultural Commons. International Journal of Cultural Property, 12(03), 315–345. doi:10.1017/S0940739105050186.

Christen, K. (2012). Does Information Really Want to Be Free?: Indigenous Knowledge Systems and the Question of Openness. International Journal of Communication, 6, 2870–2893.

Joffrion, Elizabeth, and Natalia Fernández, "Collaborations between Tribal and Nontribal Organizations: Suggested Best Practices for Sharing Expertise, Cultural Resources, and Knowledge," The American Archivist 78:1 (Spring/Summer 2015): 193.

Noon- 1 pm: Lunch
1-2:30 pm: Hands on With Murkutu
2:30-2:45 pm: Break
2:45- 3:30 pm: Presentations (participants)
     Loren Spears, [Tomaquag an Indigenous Museum](#)
     Michael Kelly, Building & Digitizing the [Kim-Wait/Eisenberg Collection](#) at Amherst
         College
     Tanya Clement, [High Performance Sound Technologies for Access and
         Scholarship](#) (HiPSTAS)
     Mark Oppenneer, [Ethnos Project](#)
3:30-4:30 pm: Yale Tours

DAY 3: Friday, July 1
9-10:30 am: What Can NAIS bring to the Digital Humanities?
     Facilitated by: Carrie Heitman
     <u>Required Readings:</u>
     McPherson, Tara. (2012). Why Are the Digital Humanities So White? or Thinking the Histories of Race and Computation. Debates in the Digital Humanities, ed. Matthew Gold. Retrieved from: http://dhdebates.gc.cuny.edu/debates/text/29.

     Philip, Kavita, Lilly Irani, and Paul Dourish. (2010). Post-Colonial Computing: A Tactical Survey. Science Technology Human Values 37(1), 3-29. Retrieved from: 10.1177/0162243910389594.

10:30-noon: Working Group Discussion
Noon- 1 pm: Lunch
1-1:30 pm: Tutorial of the Digital Native Studies portal
1:30-3:45 pm: Group Work on the Getting Started Research guide
     Registry of Projects
     Identifying NAIS data for use
     Recommended tools for researchers
4-4:30 pm: Synthesis

Workshop Two: Northern Arizona University

Workshop Two was hosted by the Department of Anthropology, Applied Indigenous Studies, and the Hopi Iconography Project at Northern Arizona University, Flagstaff, Arizona.

Day 1:
8:30-9 am: Registration and Coffee
9-10:30 am: Welcome and Introductions by All participants and instructors
10:30-Noon: Digital Native Studies Project Presentations
     Workshop 1 Presentations:
     Carrie Heitman, [Chaco Canyon Archive](#)

Joshua Wells, Digital Index of North American Archaeology
Holly Cusack-McVeigh, Living with Stories
Kelly Hayes-Gilpin, Hopi Iconography Project
Noon- 1 pm: Lunch
1-2 pm: Intellectual Property Issues in Digital Native American and Indigenous Studies
Facilitated by: Holly Cusack-McVeigh and Larry Zimmerman
Required Reading:
Anderson, J. (2005). Indigenous Knowledge, Intellectual Property, Libraries and Archives: Crises of Access, Control and Future Utility. Australian Academic & Research Libraries, 36(2), 83–94. doi:10.1080/00048623.2005.10721250.

Recommended
Brown, D., & Nicholas, G. (2012). Protecting Indigenous Cultural Property in the Age of Digital Democracy: Institutional and Communal Responses to Canadian First Nations and Maori Heritage Concerns. Journal of Material Culture, 17(3), 307–324.

2:00-2:15 pm: break
2:15-3:30 pm: Digital Techniques in Native American and Indigenous Data
Facilitated by: Joshua Wells
Required Readings:
Powell, T., & Aitken, L. (2010). Encoding Culture: Building a Digital Archive Based on Traditional Ojibwe Teachings. In The American Literature Scholar in the Digital Age (Ed. Amy Earhart and Andrew Jewell, pp. 250–274). Ann Arbor: University of Michigan Press.

Recommended
Honma, Todd. (2005). Trippin' Over the Color Line: The Invisibility of Race in Library and Information Studies. InterActions: UCLA Journal of Education and Information Studies, 1(2), Article 2. Retrieved from: http://www.escholarship.org/uc/item/4nj0w1mp.

Cushman, E. (2013). Wampum, Sequoyan, and Story: Decolonizing the Digital Archive. College English, 76(2), 116–135.

3:30-4:30 pm
Access Issues in Digital Native American and Indigenous Studies
Facilitated by: Jennifer Guiliano
Category 1: Scalar
http://scalar.usc.edu/works/performingarchive/index
http://scalar.usc.edu/works/american-indian-film-archive/index
Category 2: Omeka
http://www.americanantiquarian.org/EnglishtoAlgonquian/
https://dp.la/exhibitions/exhibits/show/history-of-survivance
Category 3: Digital Catalog/Aggregator
http://digitalcollections.nypl.org/collections/after-columbus-four-hundred-years-of-native-american-portraiture/
http://carlisleindian.dickinson.edu/

Required Readings:
Senier, S. (2014). Digitizing Indigenous History: Trends and Challenges. Journal of Victorian Culture, 19(3), 396–402. doi:10.1080/13555502.2014.947188.

DAY 2:

8:30-9:00 am: Coffee
9:00-10:30 am: Discovering NAIS data
        Facilitated by: Charli Champion-Shaw
        Recommended:
        Earheart, A. (2012). Can Information Be Unfettered? Race and the New Digital
        Humanities Canon. In Debates in the Digital Humanities (Ed. Matt Gold). Minneapolis: U
        of Minnesota P. Retrieved from http://dhdebates.gc.cuny.edu/debates/text/16.

        Required Reading:
        Introduction to linked data and the semantic
        web, http://www.linkeddatatools.com/semantic-web-basics
10:30-noon: Case Study: Murkutu as Indigenous Content Management
        Faciliated by: Michael Wynne
        Required Readings:

        Christen, K. (2011). Opening Archives: Respectful Repatriation. The American Archivist,
        74(Spring/Summer), 185–210.

        Christen, K. (2005). Gone Digital: Aboriginal Remix and the Cultural Commons.
        International Journal of Cultural Property, 12(03), 315–345.
        doi:10.1017/S0940739105050186.

        Recommended Readings:
        Christen, K. (2012). Does Information Really Want to Be Free?: Indigenous Knowledge
        Systems and the Question of Openness. International Journal of Communication, 6,
        2870–2893.

        Joffrion, Elizabeth, and Natalia Fernández, "Collaborations between Tribal and Nontribal
        Organizations: Suggested Best Practices for Sharing Expertise, Cultural Resources, and
        Knowledge," The American Archivist 78:1 (Spring/Summer 2015): 193.
Noon- 1 pm: Lunch
1-1:45 pm: Participant Demonstrations and Birds of A Feather Roundtables
        Katie Bunn-Marcuse, Caring for Intangible Heritage at the Burke Museum
        Ricky Punzalan, Virtual Repatriation
        Robert Leopold, Winter Counts
        Desiree Martinez, Mapping Indigenous LA
        Craig Dietrich, Tensor
        Phil Cash Cash
2:30-5 pm: Museum of Northern Arizona

DAY 3:
8:30-9:00 am: Coffee
9-10:30 am: What Can NAIS bring to the Digital Humanities?
        Facilitated by: Carrie Heitman
        Required Readings:
        McPherson, Tara. (2012). Why Are the Digital Humanities So White? or Thinking the
        Histories of Race and Computation. Debates in the Digital Humanities, ed. Matthew
        Gold. Retrieved from: http://dhdebates.gc.cuny.edu/debates/text/29.

        Recommended Readings:

Philip, Kavita, Lilly Irani, and Paul Dourish. (2010). Post-Colonial Computing: A Tactical Survey. Science Technology Human Values 37(1), 3-29. Retrieved from: 10.1177/0162243910389594.

10:30-10:45 am: Break
10:45- Noon: Working Groups
Noon- 1 pm: Lunch
1-2:30 pm: Reporting Out

Workshop Three: IUPUI

Day 1: May 16, 2017
8:30-9 am: Registration and Continental Breakfast
9-10:00 am: Welcome and Introductions by All participants and instructors
 10-Noon: NAIS in the Classroom
        Facilitator: Jennifer Guiliano
        Required Reading:
        Wilson, Amy Cavender. American Indian History or Non-Indian Perceptions of American Indian History Natives and Academics: Researching and Writing about American Indians. Ed. Devon Mihesuah. University of Nebraska Press, 1998

        Champagne, Duane. American Indian Studies is for Everyone. Natives and Academics: Researching and Writing about American Indians. Ed. Devon Mihesuah. University of Nebraska Press, 1998.

        Champagne, Duane and Jay Stauss. Defining Indian studies through stories and nation building. Native American Studies in Higher Education: Models for Collaboration between Universities and Indigenous Nations. Eds. Duane Champagne and Joseph H. Stauss. Alta Mira Press, 2002.

        Gaertner, David, Karyn Recollet,and Elizabeth LaPensée. Indigenous. Digital Pedagogy in the Humanities: Concepts, Models, and Experiments. Eds. Matt Gold et al. https://digitalpedagogy.mla.hcommons.org/keywords/indigenous/
Noon- 12:45 pm: Lunch
12:45-3 pm: Case-studies of Digital NAIS syllabi
        Presenters:
        Rebecca Shrum
        Chris Flook
        David Gaertner, twine
        Tassie Gnaidy
        Ricky Punzalan
        Caitlin Pollock
        Timothy Petete
        Leah Milne
        Holly Cusack-McVeigh

        Required Readings:
        Stommel, Jesse. Critical Digital Pedagogy: a Definition. Hybrid Pedagogy. November 18, 2014. http://www.hybridpedagogy.com/journal/critical-digital-pedagogy-definition/

        Koh, Adeline. Introducing Digital Humanities Work to Undergraduates: An Overview.

Hybrid Pedagogy. August 14,
2014. http://www.hybridpedagogy.com/journal/introducing-digitalhumanities- work-
undergraduates-overview/.

3-3:15 pm: Break
3:15- 4:30 pm: Working group formation and development time

Day 2: May 17, 2017
8:30-9 am: Continental Breakfast
9-10:00 am: Exploring the Single Assignment
     Facilitator: Siobhan Senier
     Required Reading:
     Senier, S. (2013, September 15). Indigenizing Wikipedia: Student Accountability to
     Native American Authors on the World's Largest Encyclopedia. Retrieved August 29,
     2014, from http://webwriting.trincoll.edu/communities/senier-2013/.

     Hassapopoulou, Marina. Authentic Hybridity: Remix and Appropriation as Multimodal
     Composition. Journal of Interactive Technology &
     Pedagogy. http://jitp.commons.gc.cuny.edu/authentic-hybridity-remix-and-appropriation-
     as-multimodalcomposition/.

     Senier, S. Decolonizing the Archive: Digitizing Native Literature with Students and Tribal
     Communities. Resilience: A Journal of the Environmental Humanities, Volume 1,
     Number 3, Fall 2014, pp. 69-85.

11:40- 12:20 pm: Lunch
 12:20-2: Identifying Digital Tools for use in the classroom
     Facilitator: Carrie Heitman
     Miriam Posner, How'd They Make That. August 29,
     2013. http://miriamposner.com/blog/howdid-they-make-that/.

     Demystifying Digital Humanities, What Digital Humanists Do. September 20, 2013.
     http://www.dmdh.org/2013/09/what-digital-humanists-do/.
2-2:15 pm Break
2:15-3:15 pm: Peer assignment review
     Facilitator: Larry Zimmerman
     Required Reading:
     Watson, Joseph A. and Loretta L. Pecchioni. Digital Natives and Digital Media in the
     College

     Classroom: Assignment Design and Impacts on Student Learning. Educational Media
     International,
     2011. http://www.tandfonline.com/doi/abs/10.1080/09523987.2011.632278.

     Mostern, Ruth and Elana Gainor. Traveling the Silk Road on a Virtual Globe: Pedagogy,
     Technology and Evaluation for Spatial History. Digital Humanities Quarterly 7:2 2013.
     http://www.digitalhumanities.org/dhq/vol/7/2/000116/000116.html.

3:15-3:30 pm: Break
3:30-4:30 pm: Revising Assignment & Assignment Thinking

Day 3: May 18, 2017
8:30-9 am: Continental Breakfast
9-10:00 am: Sequencing Assignments
      Facilitator: Charli Champion-Shaw
      Eberly, M. B., Newton, S. E., & Wiggins, R. (2001). The syllabus as a tool for student-centered learning. Journal of General Education 50 (1), 56-74.

      Parkes, J., & Harris, M. B. (2002). The purposes of a syllabus. College Teaching, 50 (2), 55-61.
 10-Noon: Types of Digital Learning
      Facilitator: Joshua Wells
      Required Reading:
      Donaldson, Jonan. The Maker Movement and the Rebirth of Constructionism. Hybrid Pedagogy. January 23, 2014. http://www.digitalpedagogylab.com/hybridped/constructionism-reborn/

      Kuhn, Virginia, DJ Johnson, and Dave Lopez. "Speaking with Students: Profiles in Digital Pedagogy." Kairos 14:2 (Spring 2010). http://kairos.technorhetoric.net/14.2/interviews/kuhn/. 26 Feb 2012.
Noon- 12:45 pm: Lunch
12:45-2 pm: Adapting your assignment to different audiences
      Facilitator: Holly Cusack-McVeigh
2-2:15 pm: Break
2:15-3 pm: Developing Projects for the Classroom
3- 4:30 pm: Syllabi presentations

Workshop Attendees

Workshop One: Yale University

Anderson	Joyce Rain	Bridgewater State University	Associate Professor of English/Ethnic and Indigenous Studies Coordinator
Bowern	Claire	Yale University	Associate Professor
Brander Rasmussen	Birgit	Yale University	Assistant Professor
Christen-Withey	Kim	Washington State University	Mukurtu Project Director
Chunestudy	Callie	Cherokee National Historical Society (501c3)	Curator

Clement	Tanya	University of Texas at Austin	Assistant Professor
Conathan	Lisa	Yale University	Head of Digital Services, Beineke Rare Book and Manuscript Library
Davis	Jenny L.	University of Illinois, Urbana-Champaign	Assistant Professor of AIS & Anthropology
De Rose	Catherine	Yale University	Engagement and Outreach Director, Digital Humanities Lab
DeLair	Christy	Longyear Museum of Anthropology, Colgate University	Assistant Curator
Elliott Prieto	Stephanie	Wesleyan University Press	Publicist & Web Manager
Fitzgerald	Stephanie	University of Kansas	Associate Professor
Francis	Stephanie	Passamaquoddy Tribe	Passamaquoddy Language Immersion Apprentice Teacher
Furlan	Laura	University of Massachusetts Amherst	Assistant Professor
Glaza	Toby	Yale University	Assistant Executive Editor, Yale Indian Papers Project
Grant-Costa	Paul	Yale University	Executive Director, Yale Indian Papers Project
Hartley	Bonney	Stockbridge-Munsee Mohican Tribe	Tribal Historic Preservation Officer
Holley	Cheryll	Hassanamisco Indian Museum	
Kelly	Mike	Amherst College	Head, Archives & Special Collections
McCoy	Meredith	University of North Carolina at Chapel Hill	Graduate Student
Minkema	Kenneth	Yale University	Executive Editor, Jonathan Edwards Center

Mollerud	Katy	Peabody Museum of Archaeology and Ethnology	NAGPRA Regional Coordinator
Montour	Elizabeth Kawenaa	Eagle Inc.	Museum Conservation
O'Donnell	Lani	Harvard Extension School - History Department	Student
Oppenneer	Mark	Ethnos Project	Director
Sherman	Paula	Trent University	Associate Professor
Soctomah	Donald	Passamaquoddy Tribe	Director, Tribal Historic Preservation Office
Spears	Lorén	Tomaquag Museum	Executive Director
Stanciu	Cristina	Virginia Commonwealth University	Assistant Professor
Torres	Ruth	Harvard University	Teaching fellow
Zimmerman	Travis	Minnesota Historical Society	Site Manager, Mille Lacs Indian Museum and Trading Post

Workshop Two: Northern Arizona University

Abelbeck	Hannah	New Mexico History Museum / Palace of the Governors Photo Archives	Digital Imaging Archivist
Bryant	Tatiana	University of Oregon	Special Collections Librarian
Bunn-Marcuse	Kathryn	Burke Museum, University of Washington	Associate Director, Bill Holm Center for the Study of Northwest Native Art
Bywaters	Carla	SJSU/LVCCLD	MLIS Student/Volunteer
Cash Cash	Phillip	University of Arizona	Doctoral Candidate
Dietrich	Craig	Claremont Colleges	Director, Digital Humanities at the Claremont Colleges
Hays-Gilpin	Kelly	Northern Arizona University	Professor and the Edward Bridge Danson Chair of Anthropology at the Museum of Northern Arizona (MNA)
Leopold	Robert	Smithsonian Institution	Director, Consortium for World Cultures
Lonetree	Amy	UC Santa Cruz	Associate Professor

Lujan	Shannon	Arizona State University	Connected Academics Fellow, PhD Candidate
Mae	Leida	Oregon State University	Graduate Teaching Assistant
Marek-Martinez	Ora	Northern Arizona University	Director, Native American Cultural Center
Martinez	Desiree	Cogstone Resource Management	Principal Archaeologist
Murphy	Mary	Department of History & Philosophy, Montana State University	Professor of History
Presley	Lydia	University of Nebraska - Lincoln	Graduate Student
Punzalan	Ricardo	College of Information Studies, University of Maryland	Assistant Professor
Reed	Trevor	Columbia University	JD Candidate, Columbia Law School and PhD Candidate, Columbia GSAS (Ethnomusicology)
Salomon	Amrah	University of California, San Diego	grad student dept. of ethnic studies and director of the UCSD Community and Labor Project
Stoner	Melissa	University of California, Berkeley	Native American Studies Librarian
Wallace	Niamh	University of Arizona Libraries	Assistant Librarian
Wallick	Alexis		Assistant Tribal Historic Preservation Officer
Wynne	Michael	Washington State University	Digital Applications Librarian

Workshop Three: IUPUI

Ansloos	Jeffrey	Lesley University, Graduate School of Arts and Social Sciences	Director and Assistant Professor of Global Interdisciplinary Studies
Boyles	Christina	University of Iowa	Postdoctoral Scholar of Digital Humanities
Bryant	Tatiana	University of Oregon	Special Collections Librarian
Caldwell	Robert	The University of Texas at Arlington	Graduate TA (ABD)
Champion-Shaw	Charli	Indiana University-Purdue University Indianapolis	Director, American Indian Programs
Cusack-McVeigh	Holly	Indiana University-Purdue University Indianapolis	Assistant Professor of Anthropology and Museum Studies
Dorries	Heather	Carleton University	Assistant Professor
Escobar	Raquel	University of Illinois at Urbana-Champaign	PhD Candidate in History and American Indian and Indigenous Studies, UIUC
Flook	Chris	Ball State University	Lecturer of Telecommunications
Furlan	Laura	University of Massachusetts Amherst	Assistant Professor
Gaertner	David	University of British Columbia	Assistant Professor
Guiliano	Jennifer	Indiana University-Purdue University Indianapolis	Assistant Professor of History; Affiliate Faculty, Native American Studies
Harris	Alicia	University of Oklahoma	PhD Student
Heitman	Carolyn	University of Nebraska Lincoln	Assistant Professor of Anthropology
Herb	Guntram	Middlebury College	Professor of Geography
Hickey	Alanna	Northwestern University	Visiting Assistant Professor of English
Kalter	Susan	Illinois State University	Professor
Mae	Leida	Oregon State University	Graduate Teaching Assistant

Milne	Leah	University of Indianapolis	Assistant Professor
Morford	Ashley	University of Toronto	PhD Student
Ortega	Lina	University of Oklahoma Libraries	Head of Operations, Western History Collections
Patrello	Christopher	University of Rochester	PhD candidate, Andrew W. Mellon fellow in Digital Humanities
Petete	Timothy	University of Central Oklahoma	Assistant Professor of English
Proudfit	Joely	Cal State San Marcos	Chair, American Indian Studies and Director, California Indian Culture & Sovereignty Center
Punzalan	Ricardo	College of Information Studies, University of Maryland	Assistant Professor
Reed	Julie	University of Tennessee--Knoxville	Assistant Professor
Rindfleisch	Bryan	Marquette University	Assistant Professor of History
Ryker-Crawford	Jessie	Institute of American Indian Arts	Associate Professor, Museum Studies
Sams	Anthony	University of Utah	New Media Projects Specialist
Seelye	James	Kent State University	Assistant Professor
Seltzer-Kelly	Deborah	Wabash College	Associate Professor and Chair, Department of Education Studies, Multicultural American Studies Program
Senier	Siobhan	University of New Hampshire	Associate Professor, English
Shook	Jen	Grinnell College	Mellon Postdoctoral Fellow in Digital Bridges in Humanistic Inquiries
Stahlman	Joe	Indiana University	Visiting Scholar
Stoner	Melissa	University of California, Berkeley	Native American Studies Librarian
Thompson	Jennifer	The Claremont Colleges Library	Social Sciences and Ethnic Studies Team Librarian

Tierney	Amber	University of California, Irvine	Graduate Student - PhD Cand.
Valbuena	Olga	Wake Forest University	Associate Professor of English
Warner	Linda	Northeastern Oklahoma A & M College	Special Assistant to the President on Tribal Affairs
Washburn	Kathleen	University of New Mexico	Assistant Professor
Wells	Joshua	Indiana University South Bend	Assistant Professor of Sociology and Social Informatics
Yerka	Steve	Open Context	Open Context Research Fellow
Zimmerman	Larry	Indiana University-Purdue University Indianapolis	Professor of Anthropology and Museum Studies